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ABSTRACT

This paper describes research on two studies to help describe how college and graduate students think and what they do about their careers. The study examined the following two questions: (1) What are college students' career views in general? and (2) What are the differences on career view among six Holland types? Content analyses of these career views resulted in the refined Career View Framework. The results confirm the existence of various types of career views. Differences on career view among six Holland types were found, with the pattern congruent with the Holland typology. Two limitations were noted in the study. The first was raised from the research instrument, and the second was related to cultural differences. The paper states that the Career View Framework was helpful in identifying individual career views, and points to the need for career counselors to be sensitive to their own career views as well as the clients'. (Contains 12 references and 2 tables.) (JDM)

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A Descriptive Approach on Career View

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Rationality has long been the tradition in career literature. All of the founders of substantial
career theories, such as Super, Holland, and Krumboltz, have placed great importance on being
rational (Spokane, 1996). The majority of career-planning books recommends consistently the
virtue of being systematic and logic (i.e., Crites, 1981; Gysbers & Moore, 1987; Katz, 1993;
Peterson, Sampson, & Reardon, 1991).

Along the mainstream of rationality, diverse voices have come out here and there (Krieshok,
1998). Some researchers began to view the rational approach as prescriptive and try to find out
the real decision-making process in everyday life. The first significant attempt was made by
Tiedeman's study on individualized career development in the 1950s, followed by Dinklage's
study on decision-making styles in the 1960s (cited in Sharf, 1992) and subsequent studies in the
1970s and 1980s (i.e., Arroba, 1977; Rubinton, 1980).

The reflections on the rationality tradition seem to be limited to the area of career decision-
making only. To broadly describe how people actually think and do about their career, the
researcher has conducted two preliminary studies (Liu, 1996, in process). Data of those studies
were collected from 12 graduate students and 14 undergraduates, respectively. Content analyses
of those career view papers resulted in the refined Career View Framework.

Although the model was comprehensive, a whole picture of college students' career review was
not available due to the small sample size of previous two studies. This study attempted to
describe the general phenomenon about career view in a larger scale. This study was also
intended to further define possible heterogeneous groups on career view. Holland's typology
was chosen because his types represented not only vocational traits but also integrative
personality types (Spokane, 1996).

In sum, this study examined the following two questions: (1) what was college students' career
view in general? and (2) what were the differences on career view among six Holland types?

Method

Subjects

The targeted population was college students in Taiwan. Cluster sampling was applied with
stratification of school type (public vs. private), type of department (determined by first letter of
Holland code derived from the Interest Inventory by Chin, Lin, Chen, and Ou in 1994), and
grade (1 to 4).

A sample of 824 students in 8 universities was obtained. Of these respondents, 246 were
freshmen, 243 sophomores, 145 juniors, and 190 seniors. According to the self-rating, 135 were
realistic (R), 136 Investigative (I), 176 Artistic (A), 214 Social (S), 109 Enterprising (E), and 49
Conventional (C).

Measures

The Career View Questionnaire was constructed based on the refined Career View Framework

(Liu, in process). The Questionnaire consisted of three parts. The first part collected demographic information, including sex and age. The second part was about career view, including 23 process items and 15 direction items rated on a polarized 6-point Likert scale. The statements of items were derived from papers in the preliminary study (Liu, in process) and revised by the researcher and two experts. Here was the sample item.

Life is under one's
control; one should try
hard to make control.

1 2 3 4 5 6

Life is out of one's
control; one should be
content with what one has.

The third part was the self-rating on Holland type. Descriptions of the six types were derived from Holland's summary (Spokane, 1996) and Interest Inventory (Chin, Lin, Chen, & Ou, 1984), which were revised by the researcher and two experts. The respondents were asked to choose the most similar type.

Procedure and Data Analyses

The Questionnaire was administered in a group form. The procedure took about 15 to 30 minutes. Data analyses were processed with the SPSS for Windows 7.0. Means and standard deviations of the whole sample were used to answer question one. For question two, multivariate ANOVA were applied. As the significant type effects were found, corresponding univariate ANOVA were conducted, and would be followed by Scheffe post hoc tests if appropriate. The above analyses were examined at the significance level of .05.

Results and Discussion

Career View in General

The means and standard deviations on career view were presented in Table 1 and 2. The means below 3 or above 4 were considered as attitudes supporting the corresponding polarization description because 3.5 was the mid-point on the 6-point scale.

The sided means revealed the following characteristics in college students' career view: (1) survival policy: pursuing control, (2) interaction policy: balancing competition and cooperation, (3) decision-making style: the self-determined and rational approach, (4) actualization principle: clear but not fixed directions and plans, (5) actualization strategy: the active but safe approach, (6) coping with uncertainty: acceptance and preparation, (7) coping with frustration: positive attitudes, (8) origins of life meanings: self-determination and responsibility, (9) retrospective approach: the focus on subjective feelings, and (10) life goals: individualized and multiple divergent goals.

Table 1 Pooled means and type differences on process items

Dimension/Item	Pooled		ANOVA		Homogeneous Groups
	Mean	SD	F	P	
Survival policy					
1 Be content with what one has	2.26	1.26	2.20	.05	E-S-A-I-R S-A-I-R-C
Interaction policy					
7 Fight with reality impacts or restrictions	3.18	1.49	1.83	.10	E-R-A-C-S-I
8 Cooperate with others	4.1	1.3	2.9	.01	
Decision-Making Style					
15 Follow others' opinions or fate	2.06	1.01	2.23	.05	E-A-S-I-R-C
16 Rely on intuition	2.14	1.02	.89	.49	
17 Emphasize outside conditions	2.66	1.24	.37	.87	
18 Make decisions later	2.06	.89	1.43	.21	
19 Overhaul and revise previous decisions	4.6	1.3	1.5	.18	
Actualization Principle					
9 Have a concrete plan	3.79	1.58	1.03	.40	R-C-S-E-I-A
10 Renew developing directions constantly	3.00	1.32	3.26	.01	
11 Don't have to have clear goals all the times	2.03	1.07	3.42	.01	E-S-R-A-I-C
12 Point out developing directions	2.94	1.53	1.39	.22	E-C-S-R-A-I
13 Plan while coming to it	3.29	1.46	2.27	.05	
14 Make future life better	4.2	1.4	.5	.72	
Actualization Strategy					
20 Go for the goal and spare no effort	2.26	1.09	1.51	.19	C-R-I-E-S-A A-E-S-R-I-C
21 Search for or create opportunities	2.86	1.22	6.06	.00	
22 Carry on conservatively	3.63	1.51	15.75	.00	
Coping with Uncertainty					
3 Circumstances will change	2.96	1.41	.58	.71	A-E-S-I-R-C
4 Be bad to be variable	2.49	1.08	4.16	.00	
5 Have everything prepared	4.52	1.35	2.40	.04	C-I-R-A-S-E
6 Think of the best result first	2.6	1.2	2.4	.04	I-R-E-A-S-C
Coping with Frustration					
23 Trial and frustration are challenging	4.88	1.03	2.63	.02	C-R-I-E-S R-I-E-S-A
24 Stand up to frustration persistently	3.31	1.42	1.21	.30	

Table 2 Pooled means and type differences on direction items

<u>Dimension/Item</u>	<u>Pooled</u>		<u>ANOVA</u>		<u>Homogeneous</u> <u>Groups</u>
	Mean	SD	F	P	
Origins of Life Meanings					
2 Life duties are selected by oneself	3.78	1.54	.98	.43	
25 Carry out the mission assigned	2.44	1.29	.39	.86	
26 Actual behavior is more important	2.58	1.31	.58	.71	
Retrospective Approach					
27 Outcomes are more important	2.30	1.30	4.04	.00	A-S-I-R-E-C
28 Current living quality is more important	2.89	1.25	1.06	.38	
29 Try the best to be excellent and perfect	2.43	1.26	1.72	.13	
30 Satisfaction can be evaluated rationally	2.41	1.32	2.63	.02	A-E-S-R-I E-S-R-I-C
31 To achieve life satisfaction is not hard	3.35	1.47	2.70	.02	C-R-I-A-E-S
Career Goals					
32 Fulfill the expectations from cared ones	2.77	1.31	1.42	.21	
33 Let go and chase for whatever one wants	3.43	1.54	6.15	.00	C-S-I-R-E-A
34 Keep stable and conservative	2.49	1.19	8.58	.00	A-E-S-I-R-C
35 Live an ordinary and smooth life	2.88	1.27	9.32	.00	A-E-S-I S-I-R-C
36 Look for comfort and happiness	3.94	1.42	5.65	.00	E-C-A-I-R-S
37 Develop different goals subsequently	2.90	1.52	1.70	.13	
38 Live a relaxing and simple life	3.22	1.36	4.73	.00	E-A-S-I A-S-I-R-C

In comparisons with the prescriptive view derived from career literature, college students' view was found to be substantially different. The only similarities lied in survival policy and decision-making style. As to the rest parts, the major differences were the followings. (1) They showed more willingness to cooperate. (2) They asserted the motivating value of planning but didn't place too much emphasis on details of planning. (3) They liked to be active but cared about security as well. (4) They reflected more on themselves and viewed the uncertainty in a positive way. (5) They faced difficulty in a positive way. (6) They addressed the selection about attitudes toward life instead of life duties themselves. (7) They didn't insist to have control although they did pursue control. (8) They tried to find the golden middle way between want's and should's. In sum, they tended to combine different approaches and balance opposite values. They certainly asserted the value of rationality, but they were also concerned about other values.

Career View of Six Holland Types

A multivariate ANOVA of 23 career view process items resulted in Wilk's $\lambda=.76$ ($F=1.87$, $P=.00$, $ES=.05$). Corresponding univariate ANOVA indicated significant differences on 12 items, but heterogeneous groups were identified for two items only (Table 1). Compared with the E, the C placed more emphasis on the attitude to be content with what one has. Compared with the A, the C had more negative feelings toward frustration.

A multivariate ANOVA of 23 career view direction items resulted in Wilk's $\lambda=.79$ ($F=2.49$, $p=.00$, $ES=.05$). Again, corresponding univariate ANOVA and Scheffe post hoc tests identified heterogeneous groups for three items only (Table 2). Although the C didn't expect to have a checklist about satisfactory life, they didn't address subjective feelings to the extent the A did. The C enjoyed a relaxing and simple life, while the E prefer a busy and enriched life. Both the A and E like a life full of excitement and variation more than the C and R.

It was noteworthy that there were 15 items showed significant main effects on univariate ANOVA but failed to identify heterogeneous groups with post hoc tests. However, an inspection on means of six types revealed a consistent pattern. The C was found to have the largest or smallest means in 11 of the 15 items, and the second largest or smallest in 3 of the rest items. This clear pattern indicated there might be substantial but not significant type differences undetected.

To put together, the above comparisons showed the C was quite different from the other types, while the A and E were the most opposite types to the C. Moreover, the pattern of differences on career views among six Holland types was in congruence with previous studies on the characteristics of the Holland types (Spokane, 1996).

Further attention was placed on the similarity between each Holland type and the prescriptive view. No type was found to be consistently more congruent with the prescriptive view than other types, which seemed to indicate the lack of association between Holland's typology and the preference toward rationality.

Conclusion

College students' career view was more moderate and divergent than the prescriptive scholastic view. Rationality was not their only important value. Differences on career view among six Holland types were found, with the pattern congruent with the Holland typology. Such findings might indicate the association between vocational interest and career view. There was no association between Holland's typology and rationality on career view.

The findings were restricted by two major limitations of this study. The first limitation raised from the research instruments. The mid-point of the 6-point scale might not be the true mid-point. Therefore, the findings of less importance on rationality could be attributed to the biases of scaling as well as the true differences between the college students' career view and the prescriptive view. Similarly, the noticeable low ratio of the C might indicate the inappropriateness of the Holland-type item as well as other possibilities, such as sampling biases or the respondents' resistance to stereotyping.

Another limitation was related to cultural differences. Taiwanese career literature has a root in the US. The observed differences in this study could be cultural differences rather than the prescriptive vs. descriptive ones.

Despite of those limitations, the existence of various types of career views has been confirmed. Needs of individualized career theories and practice are in call. Career counselors should be sensitive to ones' own career view as well as the clients'. The Career View Framework and Questionnaire are helpful in doing so. Special attention should be paid to avoiding abusing rational approaches simply due to the counselor's familiarity and comfort. Secondly, the association between Holland's typology and career view is promising. They can be used to clarify each other during counseling process.

Future research could be directed to improve the psychometrical qualities of the measures on career view. Moreover, it would be of great value to examine college students' feelings toward

their career views and corresponding perception of the instrumentality.

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